DOCUMENT RESUME

ED 189 645 CS 205 735

TITLE Literature, Literary Response, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International." January through June 1980 (Vol. 40 Nos. 7 through 12).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 80

NOTE 16p.

AVAILABLE FROM Copies of the dissertations are available from University Microfilms International, 300 North Zeeb Road, Ann Arbor, MI 48106.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Adolescent Literature; Annotated Bibliographies; Anthologies; Awards; Bibliotherapy; Black Literature; Books; *Childrens Literature; *Doctoral Dissertations; *Educational Research; Elementary Secondary Education; English Curriculum; Ethnicity; Higher Education; *Literature; *Literature Appreciation; Physical Disabilities; Poetry; Readability; *Reading Material Selection; Science Fiction; Two Year Colleges

IDENTIFIERS *Reader Response

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 26 titles deal with a variety of topics, including the following: (1) contemporary and lyric poetry and poetry experiences; (2) bibliotherapy programs; (3) poetry in college anthologies; (4) values in American literature and science fiction; (5) literature in the junior college; (6) black Americans in prize-winning books; (7) theory and practice of interpretive inquiry; (8) methods of teaching literature to adolescents; (9) elementary school students' response to literature and book selection; (10) the history of the William Allen White book award; (11) analysis of ethnic bias in high school anthologies and images of adolescent male protagonists in young adult fiction; (12) use of children's literature to develop empathy, alter attitudes, and facilitate the integration of the handicapped into regular classes; (13) effects on factual recall of three methods of story presentation; (14) children and fairy tales; (15) stylistic features and readability; (16) curricular implications of teaching literature; and (17) kindergarten book selection. (AEA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED189645

Literature, Literary Response, and the Teaching of Literature:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1980 (Vol. 40 Nos. 7 through 12)

Compiled by the staff of the

ERIC Clearinghouse on Reading and Communication Skills

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
University Microfilms
International
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS205735

The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright © 1980 by University Microfilms International), and may not be reproduced without their prior permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Aeschbacher, Jeneil Kelsey
READING STRATEGIES FOR CONTEMPORARY POETRY

Beardsley, Donna A.
THE EFFECTS OF USING FICTION IN BIBLIOTHERAPY TO ALTER THE ATTITUDES OF REGULAR THIRD GRADE STUDENTS TOWARD THEIR HANDICAPPED PEERS

Chappell, Diane Landry
THE SELECTION OF EMILY DICKINSON'S POEMS IN COLLEGE TEXTBOOK ANTHOLOGIES, 1890-1976

Constant, Anne Perry
AN EXAMINATION OF VALUES CONTAINED IN REPRESENTATIVE AMERICAN LITERATURE ANTHOLOGIES

Cook, John T., Jr.
STUDENT ATTITUDE: A COMPARISON OF SCIENCE FICTION LITERATURE AND READING VALUES

Doerr, Dolsie Williams
A STUDY OF TWO TEACHING METHODS EMPHASIZING THE RESPONSES TO LITERATURE OF JUNIOR COLLEGE STUDENTS

Fauvre, Mary
THE DEVELOPMENT OF EMPATHY THROUGH CHILDREN'S LITERATURE

Frank, Zelma Ann Lloyd
THE PORTRAYAL OF BLACK AMERICANS IN PICTURES AND CONTENT IN THE CALDECOTT AWARD BOOKS AND HONOR BOOKS FROM 1938-1978

Goldberg, Marilyn Karasek
LITERATURE AS ENCOUNTER: THEORIES OF CRITICISM, COGNITION, AND TEACHING IN THE COLLEGE CLASSROOM, AND A DESCRIPTION OF INTERPRETIVE INQUIRY, A TECHNIQUE FOR LEADING DISCUSSION

Hathaway, Joyce Alley Toothman
THE USES OF APPALACHIAN CULTURE AND ORAL TRADITION IN THE TEACHING OF LITERATURE TO ADOLESCENTS

Herrin, Barbara Ruth
A HISTORY AND ANALYSIS OF THE WILLIAM ALLEN WHITE CHILDREN'S BOOK AWARD

Hickman, Janet Gephart
RESPONSE TO LITERATURE IN A SCHOOL ENVIRONMENT, GRADES K - 5

Holleman, Belva Bise
THE MOTIVATIONAL EFFECTS OF VARIOUS DISPLAY TECHNIQUES ON BOOK SELECTION OF ELEMENTARY SCHOOL CHILDREN

Jones, Danny Curtis
IMPROVING COGNITION OF LYRIC POEMS: AN INTEGRATED APPROACH FOR THE TEACHER OF ENGLISH

Joseph, Cecelia Rosemarie
AN ANALYSIS OF ETHNIC BIAS IN FICTIONAL CHARACTERS IN HIGH SCHOOL LITERATURE ANTHOLOGIES

Leung, Esther Kau-To
EVALUATION OF A CHILDREN'S LITERATURE PROGRAM DESIGNED TO FACILITATE THE SOCIAL INTEGRATION OF HANDICAPPED CHILDREN INTO REGULAR ELEMENTARY CLASSROOMS

McBride, Susan Lynne Roney
THE EFFECTS OF FACTUAL RECALL OF THREE METHODS OF PRESENTATION WHEN READING TO CHILDREN

McBroom, Geraldine Lynn
YOUNG ADULT REALISTIC FICTION, 1967-1977: IMAGES OF ADOLESCENT MALE PROTAGONISTS

McCall, Carolyn Josephine Hein
A DETERMINATION OF CHILDREN'S INTEREST IN POETRY RESULTING FROM SPECIFIC POETRY EXPERIENCES

Moss, Anita West
CHILDREN AND FAIRY TALES: A STUDY IN NINETEENTH-CENTURY BRITISH FANTASY

Nitsaisook, Malee
AN ANALYSIS OF CERTAIN STYLISTIC FEATURES OF SELECTED LITERARY WORKS AND THEIR RELATIONSHIP TO READABILITY

Sacre, Elizabeth Ann
A CRITICAL ASSESSMENT OF LITERATURE IN THE CLASSROOM: CURRICULAR IMPLICATIONS

Sword, Jeane-Marie Hilma
FACTORS RELATED TO KINDERGARTEN TEACHERS' BOOK SELECTION

Templeton, Gloria Jean
THE IMPACT OF THE CULTURE OF A COTTAGE IN A RESIDENTIAL TREATMENT CENTER ON THE IMPLEMENTATION OF A BIBLIOTHERAPY PROGRAM FOR DELINQUENT GIRLS

Weiss, Maria J.
CHILDREN'S PREFERENCES IN TRADEBOOK FORMAT FACTORS

Williams, LilliAnn Burwell
BLACK TRADITIONS IN CHILDREN'S LITERATURE: A CONTENT ANALYSIS OF THE TEXT AND ILLUSTRATIONS OF PICTURE STORY BOOKS ABOUT BLACK PEOPLE IN THE UNITED STATES TO DETERMINE HOW SELECTED BLACK TRADITIONS HAVE BEEN PORTRAYED AND TO DETERMINE WHAT IMPACT THESE PORTRAYALS HAVE ON THE SELF-CONCEPT OF CHILDREN WHO ARE EXPOSED TO THESE BOOKS

READING STRATEGIES FOR CONTEMPORARY POETRY

AESCHBACHER, Jeneil Kelsey, Ph.D. University of Southern California, 1979. Chairman: Professor W. Ross Winterowd

This study is concerned with the aesthetics of contemporary poetry, the reading strategies it requires, and the experiences it produces. Because the embracing nature of rhetorical inquiry legitimizes a wide variety of issues, a rhetorical approach to reading offers advantages over a strictly critical approach. A rhetorical investigation of reading makes available the whole range of reading experiences from semantic-syntactic integration to valuing.

Reading is therefore treated as an adaptive four-stage process made up of (1) neurological processing of visual cues; (2) semantic-syntactic integration; (3) recoding from short-term to long-term memory; and (4) valuing.

The strategies of the reading process are unveiled through an examination of current research and theoretical contributions in such areas as inference-building, processing of linguistic structures, perceptual strategies, hypothesis testing, miscue analysis, and the forming of global representations, and the recognition of form and intentions in literary works. As these strategies are revealed, their use is demonstrated in a variety of contemporary poems.

Further demonstration of these strategies is provided by a close reading of Galway Kinnell's The Book of Nightmares. This examination reveals the whole register of problems readers encounter when they attempt to come to terms with a serious work of contemporary poetry. Of particular importance is the necessity of treating the text first as an event which takes place in time. Valuing the sequential experiences of reading confirms both the satisfying and discomforting sensations which make up those experiences, leading the reader toward an appreciation of the intrinsic rewards of reading.

Since close reading of Kinnell's poetry produces a series of questions and hypotheses regarding Kinnell's aesthetic, the development of that aesthetic is considered both in terms of Kinnell's earlier work and in terms of the literary milieu surrounding it. It turns out that Kinnell is one of many contemporary poets interested in redefining form, in creating the open possibilities of the present moment (as opposed to expressing the fixity of past or future), in attending to the personal voice, in uniting (rather than separating) art and experience, and so on.

Finally, it is clear that contemporary informalist poetics demand precisely the reading strategies uncovered by rhetorical scrutiny of research in psycholinguistics. A brief look at poems representing various schools of contemporary poetry demonstrates that form in contemporary aesthetics is the structure of the reading experience.

THE EFFECTS OF USING FICTION IN BIBLIOTHERAPY TO ALTER THE ATTITUDES OF REGULAR THIRD GRADE STUDENTS TOWARD THEIR HANDICAPPED PEERS

Order No. 8007128

BEARDSLEY, DONNA A., PH.D. *University of Missouri - Columbia*, 1979. 196pp. Supervisor: Dr. Wayne Dumas

Purpose. The purpose of this study was to determine the effects of a planned program of bibliotherapy in mainstreamed classrooms on the attitudes of regular third grade students toward handicapped peers bearing an official label and receiving special services.

Procedures. A one-group experimental design was used for the main statistical analyses of the data. Two other control groups served as a validity check on the Children's Social Attitudes Inventory. Whereas one control group received an innocuous audio-tape, the other control group received nothing between pretesting and posttesting. The sample came from the public school district of a small mid-western city. Sixteen classes, were pretested and rank ordered according to overall classroom attitude toward the handicapped. This list was, then, subdivided into three blocks and three classes from each of the three subdivisions were randomly selected and assigned to each of the three experimental groups.

For a period of two weeks and one day, every other day, the students in the treatment group listened to the reading of seven fictional stories showing the handicapped in a number of different situations while interacting with nonhandicapped peers. The approval of an expert in children's literature determined the books actually read to the children by the researcher during the time of the treatment.

The instrument for pretesting and posttesting was a Likert-type scale with five possible response categories. An item analysis done from a pilot study to determine instrument reliability resulted in the selection of five questions focusing on social situations involving handicapped and nonhandicapped children and in the selection of five questions focusing on social situations involving the interaction of nonhandicapped children with other nonhandicapped children. Two questions served as blinders to the purpose of the study. A posterboard picture of three handicapped and two nonhandicapped children was also developed for association with each of the questions during testing.

After the posttest, the data from each of the experimental groups was subjected to a separate repeated measures analysis of variance. Because the analysis for the two control groups showed no significant change in means from pretest to posttest, the children at the pretest in the treatment group were taken to be sufficient controls for their own group at the posttest.

Findings. (1) Though a significant difference was found between handicapped and nonhandicapped attitudes with attitudes toward the nonhandicapped being slightly better than attitudes toward the handicapped, the difference was not the same for every classroom. Furthermore, attitudes toward both the handicapped and nonhandicapped tended to be uncertain if not slightly positive. (2) No evidence was found of any change in attitudes from pretest to posttest after two weeks of bibliotherapy.

Conclusions. The conclusions from this study were as follows: (1) Though attitudes toward the nonhandicapped were better than attitudes toward the handicapped among third graders, the difference was not of any great importance regardless of the classroom since attitudes toward the handicapped and nonhandicapped tended to be uncertain if not slightly positive. (2) Though the attitudes of third graders toward the handicapped varied significantly by classroom, the difference was not of any great importance.

No conclusions could be drawn regarding the effects of bibliotherapy as employed in this treatment on the attitudes of third graders toward the handicapped.

THE SELECTION OF EMILY DICKINSON'S POEMS IN COLLEGE TEXTBOOK ANTHOLOGIES, 1890-1976

Order No. 8005379

CHAPPELL, DIANE LANDRY, PH.D. *The University of Tennessee*, 1979. 128pp. Major Professor: Dr. F. DeWolfe Miller

Judging by inclusion in college anthologies, Emily Dickinson's poetry has grown remarkably in popularity, especially since 1930. In comparison with the works of other poets, as represented by selected writers used here as controls, her poems have been anthologized increasingly more frequently in the last forty-five years. In addition, recent anthologists tend to choose her best works for inclusion over traditionally popular, but somewhat flawed poems. An examination of all major types of college anthologies reveals, first, the growing number of Dickinson poems that have been anthologized in each decade by the textbook editors as compared to those of the control poets and, second, the titles of the twenty-five of her 1,775 poems that have been chosen most frequently by them in each decade since 1900 (the date of the earliest college anthology available). Furthermore, the survey of Dickinson's major critics determined that the majority of those most frequently anthologized poems are among her best.

In the summer of 1976 all college anthologies available on the shelves of the Library of Congress were surveyed--in all, four hundred, forty-two texts. Notes were made regarding the purpose of each book, the level of student for which it was designed, and the type of course for which it was intended. The anthologies were divided into the following types: freshman composition readers, introduction to literature texts, introduction to poetry texts, American literature texts, and American poetry texts. Six tables were compiled to represent the data gathered from each type of anthology surveyed. The six poets chosen for controls were Donne, Eliot, Frost, Robinson, Shakespeare, and Whitman. Cummings and Sandburg were substituted for Donne and Shakespeare in the survey of the American literature and the American poetry texts.

The summary tables compiled at the end of the dissertation reveal that the American literature and the American poetry anthologies contain approximately 32.4 of Dickinson's poems per book as compared to 15.9 of

Whitman's (the second most frequently anthologized poet among those surveyed), and the freshman composition readers, the introduction to literature texts, and the introduction to poetry texts contain approximately 5.8 of her poems per book as compared to 7.2 of Shakespeare's (the most frequently anthologized poet among those surveyed). Only the number of poems included in each anthology was counted; word counts were not made. Hence, the comparisons drawn in the tables are more accurate in most cases for Shakespeare than for Whitman whose most frequently anthologized poems are most always longer than Dickinson's. On the other hand, the tables often reflect that in certain decades, as compared to preceding decades, increasingly more Dickinson poems were chosen than Whitman poems.

The summary tables also include a listing of the twenty-five Dickinson poems which have been most frequently included in the texts surveyed. The majority of these poems, by the consensus of her most distinguished critics, are "great," but a few of lesser merit have also been anthologized frequently while far superior poems have been neglected. Her most frequently anthologized, as well as her most frequently explicated poem is "Because I could not stop for Death–." Six of the critics surveyed praised it highly. On the other hand, two of the critics surveyed disparaged "I never saw a Moor–," which, though high on the list of her most frequently anthologized poems, has shown a decline in popularity in recent decades. Because Dickinson is such a frequently anthologized poet in college textbooks, it is reassuring to see evidence that the Dickinson poems which students read are more and more frequently among her best.

AN EXAMINATION OF VALUES CONTAINED IN REPRESENTATIVE AMERICAN LITERATURE ANTHOLOGIES

Order No. 8004657

CONSTANT, ANNE PERRY, ED.D. *University of Virginia*, 1979. 242pp.

Traditionally, educational institutions have been involved in the transmission of cultural norms and values. Sometimes these values are intentionally incorporated into the "formal" curriculum; sometimes, however, certain values can be discovered in the so-called "hidden" curriculum of an educational setting--the unintended or seemingly unapparent communication of certain ideas, beliefs and attitudes which are part of the overall instruction. One area of education which has traditionally been the subject of values controversy is that of English Education--particularly, the teaching of literature.

This study defines and examines what values are--how they are promoted and acquired *and* why they are inseparable from the educational process as a whole. The teaching of literature, which is central to any examination of values education, is discussed as a means by which values may be extracted and analyzed for pedagogical implications.

This study incorporates tri-level value-centered literary analyses at one hundred twenty-five selections taken from two representative high school literature anthologies: *American Literature: Themes and Writers* by McGraw-Hill Book Company, and the *Scholastic American Literature Program* by Scholastic Book Company. This analytical technique is used to examine literary themes and inherent values within the chosen selections--a 33% sample. Also included are descriptions of textbook formatting, organization, and generic and authorial representation. The study concludes with a summary of observations based on the findings and suggestions regarding the utility and worth of the aforementioned analytical technique insofar as concerns the overall rationale and goals for the teaching of literature.

STUDENT ATTITUDE: A COMPARISON OF SCIENCE FICTION LITERATURE AND READING VALUES

Order No. 8000061

COOK, John T., Jr., Ed.D. Brigham Young University, 1979. 167pp. Chairman: W. Dwayne Belt

The purpose of this study was to determine how student attitudes regarding science fiction literature and reading would be affected by exposure to a teaching unit of science fiction literature.

Using data from 168 tenth grade English students on three ability levels, it was found that exposure to a science fiction teaching unit could not significantly alter reading attitudes and attitudes toward science fiction literature.

A STUDY OF TWO TEACHING METHODS EMPHASIZING THE RESPONSES TO LITERATURE OF JUNIOR COLLEGE STUDENTS

Order No. 8004804

DOERR, DOSSIE WILLIAMS, PH.D. *University of Pittsburgh*, 1979. 120pp.

Researchers and teachers of English today believe there is value to the study of classroom students' individual responses to literary works. They see literature as a complicated communication between reader and text. Authorities have set as major goals for using students' individual responses that the students increase in self trust, improve in thinking ability, and perceive the world in relation to her or to himself.

This study was an effort to determine whether having community college students and instructor identify and recognize alternative personal responses does enhance self concept, improve problem-solving ability, and increase the numbers of and kinds of responses. It was also an effort to determine which of two teaching methods achieves better those same ends.

One experimental group were two classes of freshmen and sophomore students who enrolled by choice for the Fall 1978 course in American literature conducted by the researcher at Butler County Community College, Butler, Pennsylvania. The other group were two classes of students who enrolled for the Spring 1979 course at that college. The course was a three-hour credit course which met three times a week for the 50-minute day classes. The research was conducted on 56 students who completed all tests, with 28 being from each group. Twenty-two works and a final examination were selected for the study, one from each of the authors covered in the course, plus the final examination of the course.

Teaching emphases in the Fall Group were primarily upon using "thinking," "feeling," and "associating." Effort was made to make the students feel free in their responses. Teaching emphases for the Spring Group were upon having students use the Purves categories of response, and respond to assignments by categories in as many ways as possible. In addition to being given a Purves category handout, each of the response essays of the Spring Group alternated using one of the four major Purves categories and then a "free" response.

The Watson-Glaser Critical Thinking Appraisal and the Personal Orientation Inventory were administered as pre- and - post-tests to both groups. On the pre-tests, students from both groups were found to be reasonably similar in the 19 measurements of the two tests. Response data were assembled by coding under the Purves category system the #1 and #19 response essays and the final exams.

Findings were that: (1) The two teaching methods taken together or separately did not change the critical thinking abilities of the students. (2) Although the two teaching methods taken together did not significantly change the students' self concept, the Fall Group improved more than the Spring Group in all measures of the Personal Orientation Inventory, and significantly more than the Spring Group in certain of those measures. (3) Regarding response information, the groups collectively and individually made more responses, and more kinds of responses on the response essays of their final examinations that they did on initial ungraded response essays. Separately, the Spring Group made more responses and more kinds of responses than the Fall Group on the final examinations; but the Fall Group made more responses and more kinds of responses than the Spring Group on the #19 ungraded response essays.

Conclusions were that the methods used in the Fall Group were superior to those used in the Spring Group and were preferred by the students. However, students in both groups became tired of writing response essays. The researcher believes that using response essays is a good way to vary classroom procedures. However, she believes that for the community college students who were the subjects of the study, no more than one-third of the classes should be devoted to using written response essays.

THE DEVELOPMENT OF EMPATHY THROUGH CHILDREN'S LITERATURE

Order No. 8001372

FAUVRE, Mary, Ph.D. University of California, Los Angeles, 1979. 175pp. Chairman: Professor Norma D. Feshbach

The primary purpose of the present study was to investigate the use of children's literature as a medium for enhancing the development of empathy in children. A secondary purpose was to examine the relationship between children's Responses to Stories and other characteristics related to the development of empathy. The study was conducted in order to identify specific literary criteria which may be involved in enhancing empathy. Appreciation of such criteria might be used later to inform editorial selections for reading textbooks.

The procedure involved the identification of three stylistic literary elements that may be related to eliciting an empathic response from readers. The elements thus identified were: (1) dialogue involving the main character; (2) lack of editorial commentary by the author which labeled or identified the characters' emotions; and (3) point of view of the main character. Excerpts from four stories were selected in which these three literary elements were present: Leo, The Little St. Bernard, by Dorothy L'Hommedieu; Tom Sawyer, by Mark Twain; A Tree Grows in Brooklyn, by Betty Smith; and Dandelion Wine, by Ray Bradbury. Each of the four selections was modified three times so that a different literary element was excluded each time. Thus, there were four versions, or conditions, of all four stories.

The sample consisted of 64 third and fourth grade boys and girls who were randomly assigned to one of the four conditions. Each subject met individually with an Experimenter for approximately 30 minutes. The Experimenter read aloud the four stories, all from the same condition. After each story, the subject was asked two questions: "How does that make you feel?" and "About how much [do you feel that emotion] ?" These answers were coded and scored for each story, and were the primary dependent variable. The scores were interpreted in a repeated measure design, using an analysis of variance procedure. In addition to these scores for each child, further data were available for 43 subjects in the sample, from measures assessing abilities in Affective Matching, Emotional Responsiveness, Empathy, Spatial Perspective-taking, Social Comprehension, and verbal and reading abilities. Children's scores from the Response to Stories measure of this study were correlated with their scores for these seven measures, as a secondary analysis.

Results from the analysis of variance showed a significant interaction between story and condition, indicating that for some stories the presence or absence of specific literary elements had an effect on the children's empathic responses. A test of simple main effects showed that the stories most influenced by the changes in literary elements were Tom Sawyer, involving fear and sadness, and A Tree Grows in Brooklyn, involving anger and sadness. For Leo, The Little St. Bernard (pride and happiness) and Dandelion Wine (happiness), the presence or absence of specific literary elements did not result in notable changes in the children's responses. In addition to these findings, significant sex differences were found, with boys scoring higher than girls on three of the four stories.

In the correlational analysis, comparisons showed no significant correlations between the Response to Stories measure and the other seven measures for boys. For girls, however, there was a modest negative correlation approaching significance for the Response to Stories scores and Affecting Matching, and a modest positive correlation approaching significance for the Response to Stories scores and Emotional Responsiveness. Results were interpreted for their psychological implications in relation for the development of empathy, and for their educational implications considering the use of children's literature in the classroom as a medium for enhancing empathy in children.

THE PORTRAYAL OF BLACK AMERICANS IN PICTURES AND CONTENT IN THE CALDECOTT AWARD BOOKS AND HONOR BOOKS FROM 1938-1978 Order No. 8002358

FRANK, ZELMA ANN LLOYD, ED.D. *University of Missouri - Columbia*, 1979. 193pp. Supervisor: Dr. Richard D. Robinson

Purpose. The purpose of this study was to investigate the qualitative and quantitative portrayal of Black Americans in illustrations and content in the forty two Caldecott Award Books and 135 Caldecott Honor Books from the inception of the Award in 1938 to the most recent awards in 1978. Answers were sought for the following questions: (1) What is the quality and quantity of Black representation in illustrations and content in the Caldecott Award and Honor Books from 1938-1978? (2) Do comparisons by periods show a significant difference in treatment of Black characters in the areas of analysis during the four historical periods outlined in the study? The changes were assessed in terms of specific criteria designed for the study. The two main objectives were to describe how Blacks appear in these books with respect to the criteria used in the study, and to assess the changes with respect to time. For the purposes of analysis, the books were divided into four ten year periods.

Procedure. In order to assess the qualitative and quantitative depiction of Black Americans in the forty two Caldecott Award Books and 135 Caldecott Honor Books, the investigator devised an analytic instrument which was applied to the literature to analyze the illustrations for stereotypes, and lifestyles. The story line was analyzed in terms of relationships, standard for success, viewpoint, and racial bias. The language factor was analyzed for derogatory names, epithets and dialect. The effects of the book on the child's self image was also studied. The number of Black characters was calculated. The instrument utilized contained six evaluative criteria or categories which were completely and thoroughly defined in writing and referred to whenever necessary during the evaluation process. Using these criteria, each book was rated on a Book Evaluation Form indicating whether the book's content and illustrations were anti-racist, non-racist, racist by omission and/or commission, or not applicable in the following categories: (1) Pictures and Illustrations, (2) Story Line, (3) Loaded Words, (4) Characterization, (5) Setting, and (6) Overall Contribution. The findings within each of the categories were assessed for each book awarded during the periods studied: 1938-1947, 1948-1957, 1958-1967, and 1968-1978. Comparisons between the periods were also made. First, the combined total of the Caldecott Award Books and Honor Books were assessed as a group. Second, the Caldecott Honor Books were examined as a separate group. Third, the Award Books were evaluated as a separate group. The investigator's evaluations were supplemented by the evaluations of two trained coders who also read the 177 books. The training sessions consisted of three two-hour sessions and one three-hour session. Content Analysis was used to assess the books under study. The treatment of the data was based upon a longitudinal consideration of the obtained data, indicating the status of Black portrayal and the changes which occurred from 1938-1978. On the basis of these data, certain conclusions were drawn by utilizing the combined methods of historical and descriptive analysis and interpretation. The findings were expressed in terms of frequencies and percentages.

LITERATURE AS ENCOUNTER: THEORIES OF CRITICISM, COGNITION, AND TEACHING IN THE COLLEGE CLASSROOM, AND A DESCRIPTION OF INTERPRETIVE INQUIRY, A TECHNIQUE FOR LEADING DISCUSSION Order No. 8005744

GOLDBERG, MARILYN KARASEK, PH.D. *Indiana University of Pennsylvania*, 1979. 212pp. Chairman: Frank T. Como

The literature in three broad areas of study revealed an unexpected correlation with practical implications for the teaching of literature to college-age students, a correlation implied by the phrase used throughout this study, "a subjective cognitive approach to literature." The cognitive aspect of subjective responses accents the higher cognitive skills of interpretation, synthesis, and evaluation.

Many recent theories of literary criticism have acknowledged the importance of the responses of individual readers to works of literature. Spanning a spectrum of subjective attitudes, these studies recognize that the individual reader is responsible for final interpretations as well as feelings about the works read. An implication for teaching is the value of sharing responses so that students can reverse or reinforce their own.

Recent theories of cognition have provided models of information processing that support this subjective approach. Explored in this study are relevant aspects of theories of Jean Piaget and Jerome Bruner as well as elaborations by Ulric Neisser and Lev Vygotsky, all explaining in somewhat different ways the activities of human minds when confronting information. Perception, conception, assimilation, accommodation, categorization, memory, motivation, and spontaneous or non-spontaneous learning -- all of these concepts are pertinent to teaching, all stressing the value of learning that is active, insightful, and inter-related.

The classroom technique that promotes these values is discussion, a technique that has received some support in empirical studies and one that is especially relevant in the teaching of literature. Whereas lecture classes might produce somewhat better results on tests that measure subject mastery, discussion classes provide increased motivation, more positive attitudes and some improved delayed recall. Some of these latter values are among the most important in the teaching of literature. The variety of possible goals of teaching literature and the importance of correlating the classroom procedures with the goals of teaching are two basic premises of this study.

This report concludes with a profile of five classes taught by this writer using a particular discussion technique aimed at developing active insightful thinking about Conrad's *Heart of Darkness*. The technique, called "interpretive inquiry," is described, and the value of interpretation is investigated within the perspective of Bloom's taxonomy of the thinking processes. The students who are profiled are members of freshman composition classes at the Altoona Campus of the Pennsylvania State University who read the novel as the basis for writing a paper. These students responded to a survey, and results were grouped together to answer, informally, seven questions: (1) What were student responses to their reading of *Heart of Darkness*? (2) What were their responses to the novel after they discussed it? (3) In general, did they prefer lecture, discussion, or any other format in their classes? (4) Did the students feel stimulated or excited by the discussions? (5) Were the students able to refer ideas in *Heart of Darkness* to their own lives? (6) Did the students regard the discussion classes as situations wherein a memorable quantity of information was generated? (7) Did the students listen closely and respect what their classmates said during the discussion?

Finally, this study is completed with a short excerpt of the transcription of one class, an excerpt later analyzed for the role of the teacher in initiating and maintaining the discussions as well as for the various ways the students interacted.

THE USES OF APPALACHIAN CULTURE AND ORAL TRADITION IN THE TEACHING OF LITERATURE TO ADOLESCENTS

Order No. 8001744

HATHAWAY, Joyce Alley Toothman, Ph.D. The Ohio State University, 1979. 182pp. Adviser: Professor Frank Zidonis

The purpose of this study is to discover what literature has been written on the use of folklore in the junior high school and high school English classes, and to suggest ways in which Appalachian folklore reflects the values of Appalachian culture, and to explore ways in which the oral traditions of the culture may be put to use in English classes.

A survey of the existing literature on the use of a folkloric approach to imaginative literature indicates that the writing in that field has been sparse and that virtually nothing has been published linking Appalachian folklore to the teaching of literature. Still Appalachians have had a strong oral tradition, and, a more important consideration for Ohio educators, migrants from the mountain region constitute what may be the second largest minority group in Ohio public schools.

Though Appalachian society is changing, for complex historical, economic, and geographic reasons mountain people continue to hold fast to cultural values which distinguish them from mainstream culture. These values, primarily traditionalism, the strength of kinship bonds, attachment to place, and a fundamental religious faith, are rooted in the culture even when Appalachians migrate to urban areas outside the mountain region. There the values orientation of Appalachians may come in conflict with the institutions of the larger society, particularly the public schools.

For over half a century the Appalachian region has provided a rich and varied harvest of folklore for amateur and professional folklorists. Like other aspects of culture, the folklore of a people not only mirrors the cultural values but serves to reinforce them as well. Through an understanding of the culture and the folklore it produces and perpetuates, one gains insight into the dynamics of Appalachian society.

Of more relevance to the teacher of English are the parallels that exist between the genres of the oral tradition and written literature. Put to use in literature classes the folkloric approach to literature serves several important purposes. It enables the student to appreciate his own cultural heritage. It reveals the universal concerns of man which are cross cultural but take distinctive forms in various cultures. Thus, it provides insight into cultures outside one's own. Further, specific genres of folklore contain structures and themes which correspond to those that appear in genres of written literature. As a strategy for using folklore in English classes, a progression from a simplest and most familiar to more complex forms is suggested. Dialect and proverbs constitute the first steps. The family folklore, which cuts across all genres of folklore is explored. Legend, a form with which adolescents are familiar, follows. Finally, folktales, the most sophisticated of folk narratives, are discussed. Because the Jack Tales are a peculiarly Appalachian form of folktale, the emphasis is on these mountain variants of Märchen. Parallels are drawn between these genres in the oral tradition and their use in fiction. The Jack Tales, for example, recreate the cycle of the hero, a form that pervades many forms of fiction.

A HISTORY AND ANALYSIS OF THE WILLIAM ALLEN WHITE CHILDREN'S BOOK AWARD

Order No. 8003691

HERRIN, BARBARA RUTH, PH.D. *Kansas State University*, 1979. 417pp.

The William Allen White Children's Book Award--established in 1952 to honor a small-town Kansas newspaper editor known for his folksy sagacity, William Allen White--was the first state reader's choice award for children. Each year Kansas students in grades four through eight choose their favorite book from a master list of fourteen to twenty-two titles selected by representatives of educational organizations throughout the state. The winner author is invited to visit the state to receive the award--a bronze medallion--and meet with children, parents, librarians, and teachers. The William Allen White Award thus encourages the reading of good books, acquaints Kansas schoolchildren with authors, and serves as a model for the establishment of other state awards as well.

The primary purpose of the study was to document--using oral-history techniques--the founding and early development of the award program. Taped interviews with persons who effected and affected the program were used to piece together the significant events in the twenty-six year history of the award. Secondary objectives of the study included describing the administrative and operational procedures for the award, analyzing the award program in terms of trends in participation, book selection, and winning genre, and establishing the reading preferences (by genre) in the 1977-78 voting.

Conclusions reached as a result of the interviews and analyses suggest that the basic simplicity of the award program with its involvement of educators across the state on the Book Selection Committee has been a major factor in the success of the award. Budgetary problems exist, but the program continues to receive support because of its popularity and publicity value for its sponsor, Emporia State University. Operational procedures for the award have changed little, but involvement in the program has increased from 8% of the eligible population to a high of 39% (1972) and stabilized. Participation by school districts is fairly evenly distributed throughout the state.

Stories of realistic fiction are most often chosen as winners of the award with animal stories--both fanciful and realistic--well-established favorites. Titles of information, poetry, or traditional literature seldom receive proportionate shares of the vote. Distinct differences in the genre preferences of fourth and eighth graders were observed in the 1977-78 voting, with fourth graders choosing fantasy and eighth graders selecting realistic and historical fiction.

Recommendations, including the establishment of a Task Force to study the effectiveness of the program, the endowment of the award, and encouraging increased involvement through participation packets distributed by university personnel visiting in the schools are made.

The William Allen White Children's Book Award (according to those interviewed) has influenced the availability of good literature for children--including the blind and visually handicapped--in the state, brought recognition and additional collections (May Massee) to the university, and encouraged many children to enjoy reading and practice the democratic right to vote.

RESPONSE TO LITERATURE IN A SCHOOL ENVIRONMENT, GRADES K - 5

Order No. 8001748

HICKMAN, Janet Gephart, Ph.D. The Ohio State University, 1979. 256pp. Adviser: Professor Charlotte S. Huck

Using an ethnographic approach, this study explored children's response to literature in natural classroom environments. The major purposes were to identify a broad range of response behaviors, compare age-level differences, and discover patterns related to classroom contexts. The investigator acted as a full-time participant observer in an open-space, informal classroom elementary school including grades K-5. Three groups totaling 90 children and representing K-1,

2–3, and 4–5 grade levels were studied during the first four months of the school year. Each group was the subject of intensive observation for at least 20 school days, although a running account of major response events was maintained for each group throughout the study. Evidence was collected in descriptive notes and anecdotal records, taped discussions and interviews with children, and photographs of children's work. Although the primary focus was on the teachers' own literature programs, the investigator did introduce and systematically collect responses to one picture book to facilitate comparison across grade levels.

The findings indicated that children expressed response to literature in a variety of ways, many of them different from conventional oral or written response statements. Informal sharing, browsing and other contacts with books, and free comments were the prevalent spontaneous responses; nonverbal behaviors indicated children's reactions as a story was being read. Other responses were seen in actions such as imitating or demonstrating meanings, in drama, in making various products (pictures, games, collections) based on literature, and in writing with a story as model.

In the comparison of grade-level groups, it was evident that some types of responses were especially common at a particular age level; for example, dramatic play and actions with the K–1 group, sharing and demonstrating proficiency in reading with the 2–3 group, and the expression of strong likes and dislikes at the 4–5 level. At all levels, children were concerned with making sense of a story. In the case of related selections, they were more likely to comment about similarities than differences.

Overall, responses reflected the children's level of thinking and language development. For instance, young children centered on parts rather than wholes, whereas older children generalized more. Young children tended to itemize story characters, which were often identified generically, while older ones were more likely to represent characters in relation to one another. Although K–1 children could talk about a story's lesson in terms of particular characters and events, 4–5 children could explain meanings in language disembedded from the immediate context of the story.

The teachers in the study influenced the responses that occurred by providing many books, often theme-related, and allowing for their maximum accessibility. They read aloud every day, discussed books frequently, furnished materials and suggestions for book extensions or activities, and provided for group sharing and display of literature-related projects. The evidence suggests that at least some expressions of response within these classroom contexts were rule-governed; children seemed likely to talk about a book they could touch, or to offer comments to a fellow reader, or to work with a book which had been legitimized by the teacher's attention.

In other patterns, response to literature was seen to be long term and cumulative. Children returned to familiar stories in different contexts, and developed response products over a period of time, sometimes with reference to multiple sources.

This study indicates that children's expressed response to literature is largely context-dependent and should be investigated further in those terms.

THE MOTIVATIONAL EFFECTS OF VARIOUS DISPLAY TECHNIQUES ON BOOK SELECTION OF ELEMENTARY SCHOOL CHILDREN

Order No. 8012467

HOLLEMAN, BELVA BISE, ED.D. *The University of Tennessee*, 1979. 164pp. Major Professor: Paul C. Burns

The purpose of this study was to determine the effect of various display techniques used in the school library on student book selection. The study also examined the recall time of various display techniques and the relationship of display technique preference to grade level of the pupils.

A survey of 550 students in grades 1 through 6 in Rocky Hill School, Knoxville, Tennessee, was taken to determine technique preference and display recall using recall as a measure of interest. The survey was also used to determine book selection as related to display technique. An interview of a stratified random sample of the students was used to supplement the findings. A special study was designed to determine if there was a significant difference on book selection for third and fifth grade students as related to display technique. Using the chi square and analysis of variance statistical procedures, it was found that there was a significant difference and three dimensional displays were more effective motivators of book selection.

The data indicated that realia collections were most effective in evoking interest, however, there did not appear to be a relationship of preference to grade level. The live animals, an unmodified realia collection, were most preferred display by students. Other realia collections were also identified as being important to students' book selection and interest. It appears that student-made projects evoke much student attention. Bulletin boards are more readily recalled for a longer period of time than other displays, however, high interest and personal involvement are necessary cues for the recall. Children's interests and current affairs are important in motivating book selection and play an influential role in display effectiveness.

IMPROVING COGNITION OF LYRIC POEMS: AN INTEGRATED APPROACH FOR THE TEACHER OF ENGLISH

Order No. 8007094

JONES, DANNY CURTIS, PH.D. *Indiana University of Pennsylvania*, 1979. 163pp. Chairman: Frank T. Como

To assist college freshmen in the cognition of lyric poems, teaching strategies based primarily on speech act theory, psycholinguistic reading theory, generative-transformational theories of semantics and syntax, and subjective literary criticism are proposed.

The lyric poem is seen to consist of a particular kind of communicative act, an act by the poet which carries the illocutionary force of an invitation as well as the illocutionary force of a request. The reader is invited to enter the world of the poet's imaginings and is requested to believe as the poet believes and feel what the poet feels. The lyric is characterized by frequent flouting of ordinary speech convention. Heuristic procedures are designed to help prepare inexperienced readers of lyrics to gain comfortable entry into the world of the poem by integrating the nature of the poet's invitation and request into the world of their own lives and experiences and by priming their cognitive systems to anticipate situations which may pose cognitive challenge once the poem is read.

Post-reading classroom activities are designed to assist students in the perception, comprehension, and interpretation of structures which contain heavy semantic loading (multiple meanings and associations), ambiguity, and metaphor--phenomena which occur frequently in lyric poems and which are seen to pose significant readability problems for inexperienced readers of poems.

To help students deal with heavy semantic loading and lexical ambiguity, a feature analytic teaching model is proposed. In the classroom, students prepare modified semantic feature lists for important words, lists which consist of four types of information about the words: (1) Broad Semantic Categories (semantic markers), (2) Denotative Meanings (distinguishers), (3) Connotative Meanings (subjective responses), and (4) Associative Meanings (all other words or phrases in the poem which relate in some way to the word under scrutiny). Once the lists are compiled, analysis is made of the possible meanings, associations, and interrelationships of the words. Syntactic ambiguity may be dealt with through exercises in which sentence content is broken down into deep structure components or through exercises in which sentences are paraphrased.

To assist students in the handling of metaphor, proposed is an exercise in which students compile contextual feature lists for words which represent both sides of the metaphoric equation. Students then perform an analytical procedure in which significant similarities and differences between both sides of the metaphor are perceived, comprehended, and interpreted in the light of the context provided by the poem as a whole.

It is concluded that implementation of the proposed teaching models and procedures can lead to improved cognition of lyric poems by inexperienced readers and can contribute significantly to the development of independent readers.

AN ANALYSIS OF ETHNIC BIAS IN FICTIONAL CHARACTERS IN HIGH SCHOOL LITERATURE ANTHOLOGIES

Order No. 8004814

JOSEPH, CECELIA ROSEMARIE, PH.D. *University of Pittsburgh*, 1979. 139pp.

The purpose of this study was to analyze the fictional content in selected eleventh grade literature anthologies published since 1968 for the evidence of ethnic bias in terms of the stereotyping of ethnic minority characters. The sample consisted of 244 fictional works.

A quantitative form (Data Form I/Fictional Content) was used to collect and code the data. The selections were coded: (a) a selection included a minority ethnic character and was written by non-ethnic minority author, (b) a selection had identifiable ethnic characters unrelated to this study, (c) a selection had no ethnic minority characters but demeaning or derogatory statements were made about ethnic minority groups, (d) a selection had no ethnic minority character, (e) a selection was not analyzable based on the established criteria.

A qualitative form (Data Form II/Ethnic Bias Indicators) was applied to those selections that were coded "a." The criteria and checklist of questions were generated from *Perspectives on School-Print Materials: Ethnic, Non-Sexist and Others*, (San Francisco, California: Far West Laboratory for Educational Research and Development, 1975) and "Criteria for Teaching Materials in Reading and Literature." (National Council of Teachers of English, 1970). The four major criteria used to identify the category of stereotypy were the positive or negative rating of individualization, central role, positive role and verisimilitude.

Hypothesis. The assimilationist ideology based on dominant-ethnic (Anglo-Saxon monocultural model) thinking is reflected through the fictional characterization in the majority of selections.

Finding 1. Fictional content in eleventh grade literature anthologies are inclusive of Afro-American characters; however, of the nineteen selections written by non-ethnic minority writers which were read and analyzed, ten of the thirteen selections with Afro-American characters showed evidence of ethnic bias as reflected by stereotypy. *Finding 2.* Fictional content in eleventh grade literature anthologies are inclusive of American-Indian characters based on the fact that three of the inclusions were represented by one selection, "The Bear" by William Faulkner. *Finding 3.* Fictional content in eleventh grade literature anthologies are inclusive of Mexican-American characters; however, two selections with Mexican-American characters showed evidence of ethnic bias as reflected by stereotypy. *Finding 4.* Fictional content in eleventh grade literature anthologies did not include Asian-American (Chinese or Japanese) nor Puerto-Rican American characters. *Finding 5.* Fictional content in eleventh grade literature anthologies included Afro-American, American-Indian and Mexican-American authors but Asian-American and Puerto-Rican-American authors were not represented. *Finding 6.* There was no increase in number of fictional works regarding the representation of ethnic minority characters in comparing an earlier edition of an anthology with the latest edition by the same publisher.

From this study, the following conclusions have been drawn: (1) There is some reflection of cultural diversity in the fictional content of high school literature anthologies even though there is a lack of representation of Asian-Americans and Puerto Rican-Americans. (2) Some stereotypy was identified but it is not evidenced in the treatment of every ethnic minority character. (3) There has been no increase in the number of selections with ethnic minority characters in the fictional content of high school literature anthologies in the later editions by the same publishers.

EVALUATION OF A CHILDREN'S LITERATURE PROGRAM DESIGNED TO FACILITATE THE SOCIAL INTEGRATION OF HANDICAPPED CHILDREN INTO REGULAR ELEMENTARY CLASSROOMS

Order No. 8001773

LEUNG, ESTHER KAU-TO, PH.D. *The Ohio State University*, 1979. 299pp. Adviser: Professor John O. Cooper

A children's literature program, designed to facilitate the social integration of handicapped students in the regular elementary classroom, was implemented and evaluated in three suburban primary classrooms. The effectiveness of the program was assessed through (1) direct observation of behavior change in the integrated classrooms; (2) sociometric measurement of handicapped students' social status; (3) handicapped and regular students' opinion change concerning handicapped people; and (4) experimental teachers' evaluation of the program. The program was based on ten short children's stories and discussions about handicapped people. Three regular elementary teachers participated in the study. Each teacher had two handicapped students integrated into her room. The teachers read one story a day, for ten consecutive school days, to their individual classes, followed by structured discussions on the characteristics and desirable interpersonal behaviors with handicapped people as depicted by each story. Two trained observers observed and recorded social interaction between the handicapped students and regular students, and between the handicapped students and their regular teachers, before, during and after the implementation of the children's literature program. A 3-item sociometric measure and a 12-item opinionnaire were administered to the experimental classes before and immediately following the literature program. Experimental teachers evaluated the program at the conclusion of the observational study. Interval-recordings of observed behaviors as displayed by multiple baseline graphs indicated no clear functional relationship between social interaction and the literature program. The administration of the opinionnaire pretest confounded the results, as positive and neutral interaction between teachers and handicapped students increased while negative interaction decreased following the administration of the pretest in all three classrooms. Positive and neutral interaction between handicapped and regular students increased markedly in one classroom after the opinionnaire pretest. Positive and neutral interaction increased or maintained while negative interaction generally decreased, between all handicapped students and regular students in all classrooms, as the literature program was implemented. This condition maintained during post-program follow-up observations. The sociometric prepost tests revealed that five handicapped students' social status did not improve after the literature program. Responses from the opinionnaire prepost tests indicated that students became more favorable in their opinions and values of handicapped people. Correlated t-values revealed that the opinion change was statistically significant for the three classes and in each classroom. Teachers' written evaluation was favorable to the literature program. They considered it as effective in facilitating social acceptance of handicapped students in the integrated elementary classrooms.

THE EFFECTS OF FACTUAL RECALL OF THREE METHODS OF PRESENTATION WHEN READING TO CHILDREN

Order No. 8010683

MCBRIDE, SUSAN LYNNE RONEY, PH.D. *The University of Akron*, 1980. 186pp.

This study examined the effects that three methods of presentation had on factual recall scores when reading to children. The three methods of presentation were auditory, visual, and tactual. Students were read to from either a realistic fiction selection from children's literature or from an academic textbook. Raw scores on a section of the Peabody Picture Vocabulary Test and a selection from the McCall-Crabbs Test Lessons in Reading were covaried to account for individual differences. After being read to, students were given a factual recall evaluation using an instrument designed by the researcher for the selections read. The population came from fourth, fifth, and sixth graders in an outer-city school.

Multiple linear regression models were used to obtain an F-test score for each hypothesis examined. Significance was found in the following general areas: (a) auditory and visual presentations result in significantly higher factual recall scores than tactual presentations when reading to children, (b) listening to realistic fiction results in higher factual recall scores than listening to social studies text material, and (c) verbal ability and reading achievement scores are significant predictors of factual recall scores when reading to children.

The review of the literature discussed reasons for reading to children, techniques for reading aloud, and reasons for using variety in lesson presentations. The research findings coupled with the literature review suggested many additional research possibilities.

YOUNG ADULT REALISTIC FICTION, 1967-1977: IMAGES OF ADOLESCENT MALE PROTAGONISTS

Order No. 8001779

MCBROOM, GERALDINE LYNN, PH.D. *The Ohio State University*, 1979. 196pp. Adviser: Professor Frank Zidonis

As a separate area of book publishing and educational interest, the field of young adult literature is a relatively new development. The religious tracts of the 1700's and the dime and domestic novels of the 1850's, both written for adults but read by adolescents, were the forerunners of the adolescent novel of today. By the 1960's, though, when publishers had recognized young adult readers, the numbers of books published for them increased greatly. As the numbers of these adolescent novels grew, so did the interest and controversy about their topics, the new realism in young adult novels. Little systematic research has been conducted, however, to examine current realistic fiction for young adults. In addition to the controversy over new realism which arose in the 1960's, many writers and educators were, at the same time, realizing the limited and stereotyped images of females in much of the literature presented to young readers. The research examining these images was quite extensive, but few studies included images of males. This dissertation, therefore, meets two needs: the need for more information about the contemporary young adult novel of realistic fiction and the need for investigation into the images of males presented to readers.

The research reported includes a brief history of young adult literature and a summary of the previous studies on the images of females and males in children's and adolescents' books, readers, and texts. This is followed by the results of a content analysis of young adult novels of realistic fiction and a descriptive analysis of the major adolescent male protagonists contained in these novels.

The novels selected for this study were recommended at least three times by professional journals or college teachers of young adult literature. These were limited both to publication dates after 1967, the date many cite as the beginning of new realism, and to those novels with a major adolescent male character. The specific areas investigated in the content analysis of the novels include: publishing divisions, authors, numbers and relationships of characters, color and economic categories represented, family structures, time spans, settings, narrative styles, topics, and themes of the novels. The descriptive analysis focuses on the major adolescent male character's age, physical description, personality, attitudes about peers, females, parents, and other adults, as well as his goals, emotions, activities, and ability to resolve the novel's conflict.

The results indicate that the typical young adult novel of realistic fiction with a male protagonist contains a majority of white, male characters, is written by a white author, is published by a juvenile division, is set in the United States, and spans six months. It contains previously taboo topics but is as didactic as earlier novels. Usually one major character who faces the problems of growing up is shown maturing and accepting the consequences of his actions.

The descriptive analysis suggests that the male protagonist is not much different from those in earlier young adult literature; he is an all-American boy who shows daring individualism and the positive results of living the good life. Despite what previous research states, this character is sensitive and displays a wide range of emotions. In the majority of the novels, he is active in resolving conflicts and positively reinforced for his active role.

The final sections of this dissertation give suggestions to those interested in conducting research in the area of young adult literature and to educators wanting to use these novels in the classroom.

A DETERMINATION OF CHILDREN'S INTEREST IN POETRY RESULTING FROM SPECIFIC POETRY EXPERIENCES

Order No. 8002301

McCALL, CAROLYN JOSEPHINE HEIN, PH.D. *The University of Nebraska - Lincoln*, 1979. 142pp. Adviser: O. W. Kopp

The purpose of this study was to measure intermediate level children's interest in poetry as a result of specific experiences with poetry. The study addressed these two problems: (1) To determine if specific experiences of listening to poetry, writing poetry, dramatization of poetry, artistic interpretation of poetry, and speaking poetry will increase in intermediate level children's interest in poetry, and (2) To determine which specific experiences with poetry will result in the greatest increase in children's interest in poetry.

Summary of Procedures. The procedures of the study included: (1) The development of a pre-post, "Interest in Poetry Instrument" and an instructional unit in poetry for the classroom teacher to use with the subjects during the study. (2) The collection and analysis of data from 140 subjects, grade 4, grade 5, and grade 6 from Class I, Class II, Class III, and Class IV, Nebraska School Districts during the spring of 1978.

Conclusions. The results of this study confirm that intermediate children's interest in poetry will increase if the students have exposure to and have varied experiences with poetry in elementary classrooms. Additionally, the study showed that all experiences with poetry did not show the same increase in interest.

Listening to poetry showed the biggest increase in every grade level, school class district and female-male pre-post scores. Subjects preferred listening to rhymed poetry over unrhymed poetry. When given the choice they enjoyed listening to poetry more than listening to stories.

Speaking poetry or choral reading had the smallest positive gain. Subjects did not like to read poetry outloud with or to their classmates.

Combining poetry and dramatization was more successful in the 4th grade than at the 5th or 6th grade level.

One of the favorite areas enjoyed by the subjects was combining art and poetry. The students continued to illustrate poems throughout the three week treatment period.

Intermediate grade students like to write poetry but find it difficult. It was evident that the subjects liked to write poetry that followed a set structure more than writing free verse. The lowest negative score of all items was "I like to write poetry that does not rhyme."

The pre-post scores of the male subjects increased almost twice as much as the females. The greatest increase was in the 6th grade male scores. The female scores were higher at the beginning and end of the study.

Fourth grade students showed the greatest increase in interest, followed by the sixth and fifth grades.

All school class districts revealed increase of interest in pre-post scores.

Recommendations. In order for children's interest in poetry to be maintained there must be frequent and varied experiences with poetry. (1) Intermediate grade children must be exposed to poetry throughout the academic year. They should have experiences with all types and forms of poetry. (2) Teachers should introduce poetry to children first by having them listen to many poems. (3) Children should not be expected to write poems of their own until they have had many different experiences with poetry. (4) Poetry materials must be made accessible to elementary children in media centers and classrooms. Poetry centers should contain contemporary as well as traditional poetry. (5) Teacher training institutions should spend more time in preparing undergraduate students to teach poetry in the elementary schools. Workshops should be made available to graduate students in poetry so they can refine their skills in teaching poetry.

CHILDREN AND FAIRY TALES: A STUDY IN NINETEENTH-CENTURY BRITISH FANTASY Order No. 8000711

MOSS, Anita West, Ph.D. Indiana University, 1979. 387pp. Chairman: Donald J. Gray

In nineteenth-century England the "battle of the fairy tale," a heated controversy closely allied to changing conceptions of childhood, the function of education, the role of the imagination, and the general nature and function of children's literature, helped to spawn some of Britain's richest works for children and to establish fantasy as a serious form of literature. Moralists and educationists at the beginning of the century openly attacked the fairy tale and cautioned against nourishing the child's imagination. Defenders of the fairy tale, drawing their arguments primarily from Romantic ideas of childhood and the imagination and the conventions of fairy tale provided by the French court tradition, the Brothers Grimm and Hans Christian Andersen, encouraged British children's writers to write literary fairy tales.

By the 1840's and 1850's, British children's writers were creating didactic fairy tales. Such writers as Catherine Sinclair, Mark Lemon, and Francis Edward Paget, consciously endorsed the liberation of children, the imagination, and fairy tale. In practice, however, these writers manifest an inability to sustain a commitment to the pleasures of fantasy. Characterized by highly terrifying effects and split structures, their works reflect a deeply divided purpose between the artist and the moralist, between the conventions of the British Moral Tale and the fairy tale.

Deeply influenced by portrayals of children in the poetry of William Wordsworth and by Thomas Carlyle's defense of the spiritual qualities of a magical universe, writers of Romantic fantasies transcend narrowly didactic purposes. Given significant impetus by John Ruskin and Charles Kingsley, the tradition of Romantic fairy tale and fantasy culminates in the fantasies of George MacDonald. In his most compelling delineations of children, MacDonald takes the conventional emblem of childhood innocence and dramatizes fantasy characters who grow into a complex goodness or "higher innocence," acquire spiritual insight in the world of fairy, and enact these visionary truths in an ordinary world. Later in the century, Oscar Wilde draws upon the conventions of Romantic literary fairy tale and writes highly-wrought, even ornate, fairy tales in order to reveal the child and art as redemptive agents of a fallen world. Lewis Carroll, on the other hand, mocks or parodies the didactic tradition to reveal fantasy as a means through which children may celebrate a joyous anarchy of their own. In Carroll's fantasy world Alice confronts some of her profoundest wishes and fears, conquers and rejects them, and grows towards emotional maturity rather than spiritual wisdom.

Another major group of fantasy writers in mid-century England, realizing that the basic features of fairy tales were well-known to young readers, felt free to burlesque the form, to use its themes, conventions and jokes to show up the fallen nature of the world and the child's participation in that fallen creation, to warn against excessive reliance upon romance, and to advo-

cate the child's self-reliance, initiative, and independence. Inspired by the tradition of French court fairy tale, these stories are characterized by a sophisticated tone, satirical perspective, burlesque of fairy tale conventions, and an anti-romantic vision of childhood.

In the last years of the nineteenth century and the early years of the twentieth, writers such as Barrie and Grahame abandoned the "uses" of childhood and promoted the real liberation of both children and their books. The idea of the child as an agent of imagination and innocence and as a redeemer of or participant in a fallen creation changes to an idea of childhood as a retreat from an acquisitive society that is hostile to the imagination and indifferent to art and literature. The status of fantasy and fairy tale had grown because it had been written by serious, gifted writers and because it had been associated with potent ideas about the literary imagination. The functions of the imagination, childhood, and fantasy as agents of discovery, redemption, escape, reconciliation, and enlargement which evolved in nineteenth-century England are still current and powerful in contemporary children's literature.

AN ANALYSIS OF CERTAIN STYLISTIC FEATURES OF SELECTED LITERARY WORKS AND THEIR RELATIONSHIP TO READABILITY Order No. 8004073

NITSAISOOK, MALEE, PH.D. *Southern Illinois University at Carbondale*, 1979. 232pp. Major Professors: Dr. James D. Quisenberry and Dr. James E. Redden

The purpose of this study was to investigate the effects of the linear and non-linear stylistic elements of the selected literary works and their relationship to readability. Both the linear textual micro-structures (syntactic, lexical elements) and the non-linear textual macro-structures (story-grammar, semantic marginal structures, and literary devices) were analyzed to determine the relative textual complexity. Three tests were prepared by the researcher, from the three selected short stories--*A Clean, Well-lighted Place* by Ernest Hemingway, *The Secret Life of Walter Mitty* by James Thurber, and *A Rose for Emily* by William Faulkner.

Forty Thai English-major undergraduate students at Mahasarakam Teacher's College, Mahasarakam and at Ramkamhang University, Bangkok, Thailand, and ten American undergraduate students enrolled in Children's Literature and Language Arts at Southern Illinois University at Carbondale, as representatives of the readers with English as a foreign language, and as a native language, were participants in the study.

The following are principle findings of the study: (1) Both linear and non-linear features of an author's style significantly affected not only the Thai students' overall reading performance but also their interpretation performance; (2) The non-linear textual macro-structure complexity significantly correlated with the American students' overall reading and interpretation performance rather than the linear textual micro-structures; (3) There were variations in the students' perception of the meta-semiotic and meta-metasemiotic meanings of the texts: the Thai students' and the American students' answers of the text interpretation were dissimilar in the stories with more abstract themes and similar in the story with more concrete theme; (4) The interaction of the Thai students' syntactic performance, lexical performance and interpretation performance was the most important in accounting for the overall reading performance; (5) The ability to grasp the macro-structures of the stories was proved to be the most important factor of the American students' reading performance.

The following conclusions are based on the findings of the study: (1) The degree of text difficulty experienced by fluent readers in confronting literary texts is a function of all viable textual components: (a) the syntactic network and the logical network of the textual micro-structures; (b) the lexico-grammatical network and the semantic network; (c) the text-grammar network at both micro- and macro-level--the contextual configuration, the semantic marginal structures, and the staging; (d) literary devices; (e) the underlying knowledge base. (2) There is great variation in the complexity of style among the author's writing as it is related to native and non-native English readers' characteristics. The readability of the literary texts, thus, is not restrictively determined, but variable in accordance with the readers' reading experience, and linguistic and text structure competence.

A CRITICAL ASSESSMENT OF LITEPATURE IN THE CLASSROOM: CURRICULAR IMPLICATIONS Order No. 8006851

SACRE, ELIZABETH ANN, ED.D. *Columbia University Teachers College*, 1979. 284pp. Sponsor: Professor Dwayne E. Huebner

The various approaches to the teaching of literature in the high school developed as efforts to make sense of contradictions which characterize the relationship between literature and the contexts it inhabits--aesthetic, institutional, social, political. Even though explicit recognition of these contradictions has been rare, most theory and practice in the field can be read as attempts to resolve them.

Acknowledgment of the historical forces that have shaped literature as a subject provides a context for a major part of this project: to speculate how literature education could be reconceived if other traditions were brought to bear on it. Specifically, this study considers a line of thought within the aesthetic/culture theory of the Frankfurt School, that articulated by Benjamin who analyzes the meaning and function of art, including literary art, in the context of the culture industry. It is argued that Frankfurt theory not only responds more dialectically to the contradictions characterizing literature as a subject but has as an explicit intention the exploration of art's role in radical social change. In order to analyze the Frankfurt approach more adequately, this study examines Marxist aesthetic theory (of which Frankfurt theory is a critical appropriation) and liberal and conservative culture theories (from which Frankfurt theory is sharply distinguished) and which inform, overtly and covertly, contemporary literature education theory and practice.

This study is located within the radical critique of education that began during the late sixties as part of general dissatisfaction with American society. Many literature teachers participated actively in that critique and efforts were made to develop emancipatory pedagogy. While these efforts are acknowledged, an attempt is made to criticize and carry them further. It is argued that even though the theory and practice developed by radical educators is significant and useful, the concept of literature itself remains unchallenged, thereby underplaying literature's most emancipatory potential.

Most approaches to literature pedagogy have assumed a static notion of literary art, even though other media have been included periodically as objects of study alongside the literary text. It is maintained that the co-existence of traditional art and mass media cannot happen without a profound redefinition of both. If art is regarded as part of production and the artist as a producer, the cultural sphere becomes political, a realm where the productive forces of imagination and fantasy project presently inconceivable alternatives to contemporary reality.

Industrialization has made the location of art within the productive sphere more viable and visible. Genre distinctions have changed, blurred and proliferated. The existence of media which have mechanical reproducibility as a constitutive factor force a rethinking of what art is. An acknowledgement of this requires a reconceptualization of art to include the conditions of its production, distribution and reception. The emancipatory potential of literature can be realized only when dualistic distinctions between artistic and technical production, artist and audience, fiction and documentary are challenged. In this new context, an equation between literary art and text can no longer be assumed. Rather, literature, like all art, becomes an active, self-reflective, transformative intrusion into reality. But this redefinition does not mean a reduction or demise of literature. On the contrary, literature gains new forms and meanings in the light of and in combination with other media.

Since the media created by the culture industry contain simultaneously progressive and regressive potentials, it becomes important that literature teachers not ignore, reject or uncritically incorporate them into the high school curriculum. Focussing on the teacher education process, suggestions are made for beginning ways in which literature and literature pedagogy can be reconceptualized for students within the larger context of radical social change.

FACTORS RELATED TO KINDERGARTEN TEACHERS' BOOK SELECTION Order No. 8009192

SWORD, JEANE-MARIE HILMA, ED.D. *University of Illinois at Urbana-Champaign*, 1979. 225pp.

This study of factors related to book selection by kindergarten teachers (a) investigated what books kindergarten teachers read to their pupils during the story period, (b) inquired into how the teachers select the books they use in their story periods, and (c) assessed the quality of these books.

Data on what books kindergarten teachers read to their pupils and how these teachers selected the books they used during the story period were collected in a questionnaire sent to the 29 kindergarten teachers in one school district. The questionnaire gathered information about classroom practices related to story periods, sources used in book selection, criteria used by teachers in book selection, and background information about the teachers.

Using a variety of authoritative sources from the field of children's literature, the investigator developed a basic set of criteria to evaluate the literary elements of plot, characterization, and style. These criteria were submitted to a panel of three judges for validation. The set of criteria was then used to assess the quality of a randomly selected sample of story (fiction) books read by kindergarten teachers. It was found that 23 percent of these books rated high in quality, 60 percent medium, and 17 percent low.

In order of preference, the criteria that teachers themselves used to select books were: suitable content (60%); attractive illustrations (60%); interesting to children (48%); suitable length (44%); developmentally appropriate (32%); excellent quality literature (28%); enriched language (20%).

Of the approximately 78 different titles which teachers tended to read during the school year, they read more story than any other type of literature and tended to prefer fantasy to realistic or folk literature.

Teachers tended to use more human sources than published sources in selecting books for the story period. Of the human sources, they relied primarily on personal knowledge, on books brought by the children, and on librarians. Of the published sources, teachers used books or lists from children's literature courses most often, and book selection aids with second greatest frequency. They seldom used books of which they had no direct knowledge. Both published and human sources were used by kindergarten teachers in learning about new books; a majority relied on school librarians as their main source of information.

Between 20 and 72 percent of the teachers were familiar with the book selection aids listed in the questionnaire; however, only between 16 and 44 percent used these aids in selecting books.

Some additional information gained concerning classroom practice revealed: 60 percent of the teachers planned ahead of time on a daily basis which books to read. Seventy-two percent of the teachers planned ahead of time to reread stories they had read earlier. All 25 respondents read to their pupils at a regularly scheduled time. Eighty percent of the kindergarten teachers read to the whole group on a daily basis. Seventy-six percent of the kindergarten teachers spent 5 and 14 minutes in the story period. The three most important reasons kindergarten teachers noted *for* reading to pupils were: (a) to stimulate interest in reading (92%); (b) to develop appreciation for a variety of literature (88%); and (c) to bring joy to children. The four most important reasons kindergarten teachers noted for *not* reading to pupils were: (a) teachers lack time in the schedule (76%); (b) other activities of school are more important (64%); (c) teachers lack time to select materials (44%); (d) teachers lack knowledge about children's literature (44%).

THE IMPACT OF THE CULTURE OF A COTTAGE IN A RESIDENTIAL TREATMENT CENTER ON THE IMPLEMENTATION OF A BIBLIOTHERAPY PROGRAM FOR DELINQUENT GIRLS

Order No. 8005078

TEMPLETON, GLORIA JEAN, PH.D. *The University of North Carolina at Chapel Hill*, 1979. 358pp. Supervisor: Kinnard White

The framework for this study was a field-based, qualitative analysis of the impact of a treatment intervention, bibliotherapy, on the adolescent developmental tasks of four delinquent girls, incarcerated in a state training school for juvenile delinquents. The girls were selected for study using the Quay-Peterson Behavioral Classification System. Four girls, each representing one of four different categories of delinquent behavior, were chosen.

Data was collected using a variety of qualitative methods, including participant observation, interview, and case study techniques. The researcher used these techniques over a fourteen week, intensive, on-site experience as a participant in the girls' cottage life within the institution.

Each of the four girls possessed different levels of developmental skill in relation to adolescent tasks of empathy development and skill in assuming others' points of view. The skill levels within each girl did not change as a result of the bibliotherapy program.

The changes noted within each girl related to the relationship each developed with the researcher. Each girl became progressively more open with and trusting toward the researcher. These changes were attributed to the interaction patterns between each girl and the researcher, rather than to any influence from the bibliotherapy program. While forces for and against the possible success of bibliotherapy with each girl were noted, the climate of the cottage unit was evaluated as the major factor against success of the program.

The effects of the bibliotherapy program were mitigated because of barriers within the culture of the cottage that blocked effective implementation. The major obstacles were: (1) conflicting goals of a residential treatment center that was treatment oriented, but pulled by demands of custody and control; (2) resulting negative impact on the performance on institutional staff, torn between mutually exclusive roles; (3) ecological characteristics of the physical setting that created barriers between staff and girls and isolated the girls from each other; (4) resulting psychological divisions within the cottage setting that had a negative impact on group dynamics between staff and the girls and among the girls as a group; and (5) resulting barriers to the creation of a supportive environment or positive human relationships, necessary for treatment to occur.

To remedy the negative effects the culture of the cottage had on the implementation of bibliotherapy, the researcher recommended the creation of a new environment in the cottage setting, based on principles from milieu therapy. This approach was recommended to reduce ecological and psychological barriers against the formation of a therapeutic climate and positive relational patterns within the cottage, and to improve and use the therapeutic potential present in the primary group living situation of the cottage.

CHILDREN'S PREFERENCES IN TRADEBOOK FORMAT FACTORS

Order No. 8005730

WEISS, MARIA J., PH.D. *State University of New York at Buffalo*, 1979. 188pp.

This study was conducted to determine the relationship of specific format factors to children's selection of tradebooks. A sample of 145 third and sixth grade students from two schools in Buffalo, New York were interviewed to ascertain (1) how important they considered page size, type, and illustration position to the selection of tradebooks, (2) their preferences for variations of page size, type size, type style, and illustration position, and (3) their reasons for selecting a particular format variation. The hypotheses tested involved a comparison of observed total sample results with expected theoretical results and results for grade, sex, and reading ability groups.

Materials specially designed for the study were used in a structured interview with each individual student. Data collected during the interview were analyzed statistically through two variations of chi square tests and nonstatistically through a descriptive method of categorization.

The following conclusions were reached relating to the importance of format to children's selection of tradebooks: (1) Format frequently enters into the book selection process of students since 70 percent of the students interviewed considered at least one of the format factors important when selecting a book. (2) Of the format areas investigated, type is considered important by the largest percentage of the total group (51%). Page size ranks second (42.8%) while illustration position is least important to the total group (35.9%). Additional analysis for grade, sex, and reading ability group differences revealed that these format factors vary in degree of importance to these groups.

The following conclusions were reached relating to format preferences: (1) There are definite preferences exhibited by the total sample regarding page size, type size, type style, and illustration position: (a) The preferred page size is the medium variation (5¼" x 8¼"). (b) The largest type (18 point) is the preferred type size variation of the total group. (c) Futura, the san serif type, is the preferred style variation of the majority of students interviewed. (d) The total sample tends to prefer illustrations located at the bottom of the page.

Analysis of grade, sex, and reading ability group differences revealed that students' preferences for page size and type size are related to the grade and reading ability of the students. Only the variable of students' reading ability is related to type style while only the variable of students' sex is related to preferences for illustration position.

The following conclusions were reached relating to students' reasons for format preferences: (1) Preferences for page size are predominately influenced by the expectations of the students for the narrative, pictorial, or physical content of the book. (2) Type preferences are dominated by the students' concern for legibility of the printed page. (3) Students' preferences for illustration position are influenced by what appears to be an order to their reading which the students desire to encounter on the printed page.

Guidelines for teachers and librarians for the selection of tradebooks for late primary and late intermediate grade students were offered based on the findings and conclusions of the study. Also presented were suggestions for publishers and book designers based on students' preferences for page size, type size, type style, and illustration position found in the study.

BLACK TRADITIONS IN CHILDREN'S LITERATURE: A CONTENT ANALYSIS OF THE TEXT AND ILLUSTRATIONS OF PICTURE STORY BOOKS ABOUT BLACK PEOPLE IN THE UNITED STATES TO DETERMINE HOW SELECTED BLACK TRADITIONS HAVE BEEN PORTRAYED AND TO DETERMINE WHAT IMPACT THESE PORTRAYALS HAVE ON THE SELF-CONCEPT OF CHILDREN WHO ARE EXPOSED TO THESE BOOKS Order No. 8001598

WILLIAMS, LILLIANN BURWELL, PH.D. *Michigan State University*, 1979. 267pp.

The purpose of this investigation was twofold. One purpose was to determine if and how selected Black traditions have been portrayed in picture books about Black people living in the United States for children from seven to nine years of age. The study was also designed to determine what impact these portrayal have on the self-concept of children who are exposed to these books. Two avenues of expression which many educators, librarians, and children's literature specialists voiced and responded to when evaluating and using children's literature were (1) a more realistic representation of Black people in the text and illustrations of children's literature for the benefit of Black children, and (2) a focus on multicultural education for the benefit of all children.

In part I of the study, the researcher read and evaluated 133 books about Black people written for children seven to nine years of age and published from 1956 to 1976; the protagonist in each story was Black. Content analysis was used as the data collected technique to determine if and how selected Black traditions had been portrayed. The three Black traditions investigated were Black music, Black family traditions and race pride. The Black Traditions Questionnaire, a rating instrument, was designed by the researcher especially for the content analysis aspect of the study. The salient shared experiences of Black people in the areas of music, family traditions and race pride formed the basis for the questionnaire. This instrument was used to systematically answer the research questions generated for this study.

In Part II, the pilot experimental study, two systematically applied treatments were administered to 315 third grade students in the Lansing, Michigan area to determine whether the reading of picture books with a high rating in Black traditions (Treatment 1) tended to improve the self-concept of Black and non-Black children more than the reading of picture books about universal experiences (Treatment 2). The Piers-Harris Self-Concept Scale, a self-report instrument, was administered twice in the pilot experimental study to the students in each classroom in order to obtain pre-test and post-test scores for each student to answer questions for the pilot experimental aspect of the study.

The major findings with reference to the content analysis questions were: (a) Race pride was the Black tradition most frequently portrayed, family traditions was the second and Black music was the least frequently portrayed. (b) Black traditions were portrayed more frequently by Black authors than non-Black authors; Black traditions were portrayed more frequently by Black illustrators than non-Black illustrators; Black traditions were portrayed more frequently in the text than in the illustrations; Black traditions were portrayed more frequently in books published since 1970 than in books published through 1969; and Black dialect is used more frequently in books published since 1970 than in books published through 1969.

The major findings with reference to the pilot experimental part of this study were: (a) There were no significant differences between Black and non-Black children on total score and on each self-concept scale at the .05 level. However, Black children scored significantly higher than non-Black children at the .10 level of Cluster 3 (Physical Appearance and Attributes). (b) Only one finding was significant at the .05 level: both Black and non-Black children who listened to stories from books which scored high in Black traditions improved more on Cluster 1 (Behavior) than children who listened to stories from books about universal experiences. (c) None of the differences between Black and non-Black self-concept changes were significant at the .05 level.

There were no significant interaction effects, no significant race effects and no significant treatment effect with one exception: there was a significant treatment effect when Cluster 1 was the dependent variable.

Copies of the dissertations may be obtained by addressing your request to:

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3042